Grade 6 Sample Test Prompt

Conventions

The cafeteria serves some foods people like and some they don't like. Think about three different foods that you would like the cafeteria manager to serve that you can't get now in the cafeteria.

Write a letter to the cafeteria manager convincing her to serve each of the three new foods that you are suggesting.

Your essay should

- Target a specific audience and purpose.
- Organize clear ideas into meaningful sequence.

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

CONVENTIONS

6

The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by

- strong control of conventions; manipulation of conventions may occur for stylistic effect.
- strong, effective use of punctuation that guides the reader through the text.
- correct spelling, even of more difficult words.
- paragraph breaks that reinforce the organizational structure.
- correct grammar and usage that contribute to clarity and style.
- skill in using a wide range of conventions in a sufficiently long and complex piece.
- little or no need for editing.

5

The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by

- strong control of conventions.
- effective use of punctuation that guides the reader through the text.
- correct spelling, even of more difficult words.
- paragraph breaks that reinforce the organizational structure.
- correct capitalization; errors, if any, are minor.
- correct grammar and usage that contribute to clarity and style.
- skill in using a wide range of conventions in a sufficiently long and complex piece.
- little need for editing.

4

The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by

- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- correct capitalization; errors, if any, are minor.
- occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.
- moderate need for editing.

3

The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by

- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct;
 however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

2

The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by

- little control over basic conventions.
- many end-of-sentence punctuation errors; internal punctuation contains frequent errors.
- spelling errors that frequently distract the reader; misspelling of common words often occurs.
- paragraphs that often run together or begin in ineffective places.
- capitalization that is inconsistent or often incorrect.
- errors in grammar and usage that interfere with readability and meaning.
- substantial need for editing.

| 1

Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by

- very limited skill in using conventions.
- basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.
- frequent spelling errors that significantly impair readability.
- paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.
- capitalization that appears to be random.
- a need for extensive editing.

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Decreateteria i the Cafeteria. The New 600d indfish.	Went New We are bou We wound	Cind of Naked Of the ed SOMPahi	di boot Did foo Disputude
			<u> </u>
	,		
			
		 	
Score point 1 – Nur capitalization, and p make the text difficu- extensive editing, ev	ounctuation distr alt to read. The	ract the reader re is a need for	
	1		

Dear Lunch Ladies I didn't ever 19ke your old bean bouretos Im 912d you tolle them off the Menu. On and theres 2 More I didn't 19ke that
I didn't ever 19ke your old bean bourers Im 912d you tolle them
I didn't ever 19ke your old bean boureros Im 910d you tolle them
I didn't ever 19ke your old bean bouretos Im 9121 you tolle them
bouretos Im 918d you tulic them
200 11 0 100
2 More I APANT 19 Ke THAT
I TIDIE I WATTE THE THAT
IM glid you this att the
Menos #I that OB cottell
spaggette and the chefboyarede
So thats all I needed to So
or and thanks for talking
them of the menu.
Score point 2 – Frequent, significant errors impede readability. End-
of-sentence punctuation errors, internal punctuation errors, and
misspelling of common words distract the reader. There is a substantial
need for editing.

Page 4

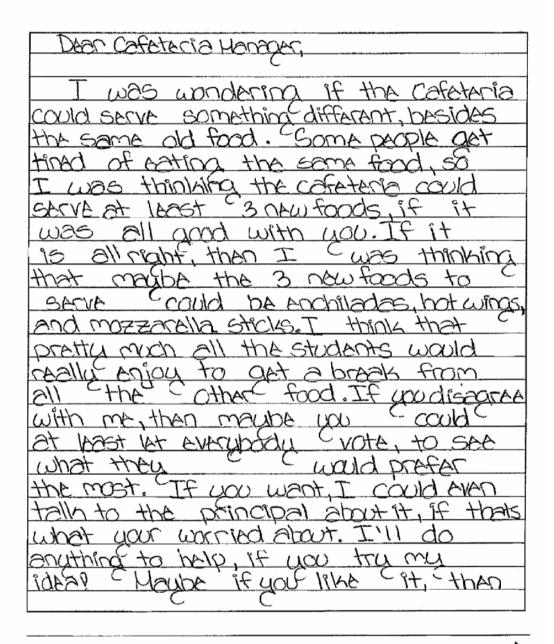
Go On

Writing	
FINAL COPY	
Cafeteria llanger I would	
like to add tree new food's. My	
first one is like this. I would like	11
Lagrata bicouse it is good. Almost a	11_
the people like it. Had Bicouse They	
like how it tostes and I also like "	
It. My second choice is a	
Pater they are really really good.	
Almost all the people like it Bicouse	
it's good It's mode like this they	
put some cream in the bottom they	
out furits in the midle and lost they	
put cream in the top. And you put it	
in the Freezer. My last chaice is	<u>S</u> _
Fruit solod bicouse it has fruits	
and it will loock good. And theachers	
might like my three Food	
Choices	
Singed	
A M S	
	$\overline{}$
Score point 3 – The writing demonstrates limited control of standard	
writing conventions; however, errors begin to impede readability. End- of-sentence punctuation is usually correct. There is misspelling of	-
common words: manger for manager, tree for three, bicouse for	r

because, loock for look, migth for might, and singed for signed.

Writing	
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Go On 🗰

three new foods to serve. Please hink about it and let me know con. Thanks? Sincerely, S	FINAL COPY

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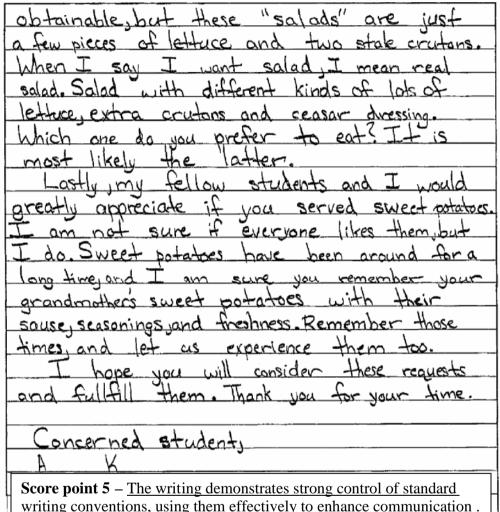
April 22,2004
To whom it may concern:
Our cafeteria is well managed but it
needs some change. The food is the main concern
of the students. If you took some time out
of your busy schedule to ask the people who
eat the food, the students, about it, you may
find that a need for new and better food
has arisen.
One of the three new dishes that I
would like to discuss is Chinese honey chicken.
This is a very popular food among my family and
I am sure it is also popular with many others.
Also, my school has multicultural students.
Some of these students may prefer to
eat food from their country, not always
from the United States. Think about this
and remember, it's for the good of the
students.
Next I would like to briefly touch on
the fact that some of the students
at my school are vegetarians. These people
may not eat meat but they do eat salads.
This is why I suggest that salads will be made available. Yes, I know that "salads" are
Imade available. Yes, I know that "salds" are

Page 4

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Score point 5 – The writing demonstrates strong control of standard writing conventions, using them effectively to enhance communication. Paragraph breaks reinforce the organizational structure. The writer employs correct grammar and usage that contributes to clarity and style. There is little need for editing.

Page 5



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Pea Caleteria Manager hele we are seculny mashed potabes, the students are dangerous? to forget. It can be made worse when something

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Go On



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Just wonderful Score point 6 – This response has exceptionally strong control of writing conventions. The writer shows skill in using a wide range of conventions in a sufficiently long and complex piece. Correct use of internal punctuation, including parenthesis is noted. Correct grammar and usage contribute to clarity and style.

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